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Published by the
Manpower Training Branch
to stimulate career-oriented
education programs

Skills

List of critical shortage occupations may grow

Six occupations have been designated as "critical" and eligible for Employer Sponsored Training (EST) funds to date--and the list may be growing.

Eighteen additional occupations are currently under consideration by the Labour Market Information (LMI) subcommittee of the Ontario Manpower Needs Committee (OMN). LMI may recommend designating these occupations to OMN. The OMN committee may or may not accept the designation. If the designation is accepted, the OMN committee may then take the additional step of stating that the designated occupation is eligible for special EST funding.

The designation of an occupation is for a 12-month period; renewal of the designation is not automatic. The Labour Market Information subcommittee must reconsider the designation in the light of new, changed or additional data for each specific occupation.

The following occupations have been designated as "critical shortage occupations" eligible for EST special funding.

Mouldmaker

Tool and die maker

General machinists--includes machine tool set-up operators and machinists using one or more numerically controlled (NC) machine tools

Industrial maintenance mechanic -- includes millwright, NC machine tool maintenance technician, machine repair

Fitter welder--includes fitter-structural steel/plateworker
Instrument mechanic--includes electronic instrument repair

The following occupations are designated as critical shortage occupations, but their eligibility for special EST funding has not been established.

Electrical technician
Electronic technician
Numerical control tool programmer

Designation of the following occupations have been requested but not yet received.

- * Industrial electrician (8313-114)
- * Occupations involved in the microprocessing field--design development, manufacture and application (2183-118)
- ** Patternmaker - metal (8584-382)
- * Business computer programmer (2183-118)
- ** Heavy equipment/diesel machine mechanic (8584-382)
- * Systems analyst (2183-110)
- ** Machine designer (2165-142)
- Packaging mechanic (8584-162)
- Pipefitter (8791-110)
- Draftsperson (electromechanical) (2163-154) (2163-142)
- * Process piping design drafts-person (2163-199)
- Diamond drill operator (7713-126)
- Motor vehicle mechanic (8581-110)
- Cook (6121-114)
- * Baker (8213-114)
- Airframe assembler (8515-118)
- Avionics assembler (8534-122) (8534-182) (8539-110)
- Chemical process operator (8179-110) (8179-122)

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- ** Additional information to indicate the reasons for the designation request is needed.
- * Provincial surveys are currently underway to determine shortages in these occupations.

Note: Numbers in brackets indicate CCDO number. CCDO is the Canadian Classification & Dictionary of Occupations.

For further information, contact:

Gerry Wright
Manager,
Assessment and Evaluation
Manpower Training Branch

Linkage Graduates ready to be hired by Ontario's employers

About 6,000 ready-to-hire trainees will be available to Ontario's employers this June--the 1981 Linkage graduates.

A total of 5,792 young men and women have followed a rigorous training program designed by industry in eight apprenticed occupations:

- baker
- construction millwright
- cook
- general machinist (tool and die maker and mould maker)
- hairdresser
- industrial millwright
- motor vehicle mechanic
- retail meat cutter

Linkage is also available in one modular training program:

- major appliance repair technician (MART)

Most Grade 12 Linkage graduates will have completed all or part of the Basic in-school apprenticeship training--meeting the same standards as apprentices taught in the community colleges. In the case of MART, they will have completed the first five modules.

In General Machinist, for instance, the Basic in-school term is equal to eight weeks' or 240 hours'

training. Normally, apprentices attend the Basic term at a community college after one year on the job. But Linkage students have already completed the Basic, so they don't have to go to the college until the Intermediate in-school term.

Each Linkage graduate will carry a Student Training Record Book showing exactly what he or she can do. Before a secondary school instructor signs the Student Training Record Book, the student must prove he or she can meet industry standards.

Linkage graduates may also be exempted from the on-the-job training time, depending on his or her secondary school experience. The exemption will be negotiated between the trainee and the employer, often with the assistance of the Apprenticeship Branch Industrial Training Consultant.

Linkage was designed to meet young people's needs for training and employees' needs for trainees.

- The Training Profile followed by Linkage students was developed by industry. The skills Linkage graduates have gained and the skills employers require are the same skills.
- The Training Profile is used throughout the province. All Linkage graduates in a particular occupation have been trained to the same industry standards--no matter where they went to school.
- The Training Profile is written in performance terms. Linkage graduates can not only talk about a skill, they can perform that skill.
- Linkage graduates come to the employer with a great many practical skills; they're already partially trained.

As of December 31, 1980, a total of 265 secondary schools in 69 boards were offering Linkage programs. To contact a Linkage graduate, contact the Director of Education of your Board of Education.

Peterborough tries two-pronged approach

The Peterborough Industrial Training Committee is meeting the community's manpower needs by using both traditional and experimental training mechanisms.

On the one hand, some P.I.T.C. member companies utilize the time-proven apprentice system. Others take advantage of a unique training institute involving job rotation.

This two-pronged approach was developed through the close co-operation of the community leaders from labour, management and education.

Whatever the training approach, all trainees under the Peterborough Letter of Intent, signed in September 1980, are registered with the Apprenticeship Branch as apprentices; the in-school training is conducted on a night-release basis at Sir Sandford Fleming College in Peterborough. Upon successful completion of their apprenticeship program, they will be eligible to write the examination for their Certificate of Qualification.

Under the traditional approach, companies register with P.I.T.C., hire and train their own apprentices. On-the-job training is provided within selected and approved industrial establishments within the Peterborough Region. The training provided meets the requirements of the Ontario Government for certification in the trade. In-school training is provided by the college. Trainee performance is evaluated and a minimum performance standard must be maintained. The participating industrial establishments are responsible for coordinating the in-plant training.

Training Institute formed

The second approach used is an Industrial Training Institute with the following features:

- the Institute is an incorporated body;
- training programs are developed

and administered by the institute; the training programs are for the precision metal-working trades;

- in-industry training is provided by local companies which have the necessary expertise and equipment;
- trainee movement occurs from one company to another as the trainees complete each training block in their program and as they progress towards accreditation in the trade; institute trainees will not displace employees of participating companies;
- academic training is provided by Sir Sandford Fleming College;
- selection of trainees is carried out by the institute;
- the institute schedules and administers the transfer of trainees through their programs and co-ordinates the trainee performance evaluation system;
- trainees are indentured to the institute through a Local Apprenticeship Committee and the institute administers wages and statutory benefits throughout the training period;
- funds are directed into the institute from the government Employer Sponsored Training initiative and from industry. Industry is charged an hourly rate for work done by the trainee in their facilities.

The initial proposal is for nine apprentices each year; 36 apprentices will be involved in the fourth year of operation. There will be a total of three and one-half years of service, split into six-month blocks. Training will start at any point on the schedule. After three and one-half years, the apprentice will be placed with one of the participating companies for the remaining six months. Placement will be made on the basis of a best-matched selection process between apprentices and employers with one apprentice to each of the nine participating companies. Each trainee will have a personal profile sheet which will be checked off as the appropriate areas of studies and skills are completed. Depending on the time completed, the apprentice will receive basic,

intermediate or advanced training in the particular company.

Institute offers advantages

The advantages to providing training through the Institute model were seen as:

- trainees will experience a breadth and quality of experience that may not be available through any individual organization;
- the training institute concept enables more smaller employers in the community to be utilized as training facilities;
- the institute provides a standing mechanism whereby shortages in other occupational areas may be met in the future and provides the most cost-efficient system in the community;
- the institute provides an alternative mechanism for training tradesmen in the metal-working areas, while not requiring that companies abandon their current training strategies in order to participate in the program.

Students learn differently on the job

Students learn differently in the workplace than in the classroom, a United States study shows.

This study was conducted by the National Center for Research in Vocational Education at the Ohio State University to compare the level of retention of learned skills between traditional classroom students and co-operative education ("learning-in-work") students. Both sets of students completed the same basic skills tests in mathematics and reading comprehension at the beginning and end of the Grade 11 and at the beginning of Grade 12.

For both sets of students, reading comprehension learning patterns were basically the same; however, the pattern for mathematical skill retention was different.

Both sets of students started off

at approximately the same level. At the end of Grade 11, the mathematical skills of the co-operative education students had decreased, while the mathematical skills of the traditional students increased. However, during the summer recess between Grades 11 and 12 the co-operative students' skill level increased, while the traditional student's level decreased. At the beginning of Grade 12, the mathematical skill levels of the two sets were identical.

Conclusions drawn suggest that co-operative education students experience a different type of learning. Specifically, they were learning new "rules" for learning how to learn math in a work environment. "These rules for learning how to learn were seen to be different than those typically measured by academic tests of achievement," the study shows. "Students placed in the learning-in-work environment were then forced to use or generate constructs in an applied setting and to generalize from abstract math concepts to applied math usage on the jobs;...traditionally learned math skills were not being practiced on the job and new ways to use math were being learned."

It was found that co-operative education students see the learning-in-work environment as providing:

- an opportunity for generating concepts or engaging in a variety of experiences
- a structure that permits learning and negotiating with adults who are responsible for guiding the learning, and
- sufficient gratification (feeling of self-confidence) to enable them to initiate and carry out work.

A copy of this report is available by writing:

The National Center for Research in Vocational Education,
National Center Publications,
Box F,
1960 Kenny Road,
Columbus, Ohio.
U.S.A. 43210

Ontario celebrates learning

THUNDER BAY--Schools and their communities must co-operate to improve career-oriented education, the Honourable Bette Stephenson, M.D., Minister of Education/Colleges and Universities, said May 3.

Delivering the keynote speech for the 1981 Education Week, Dr. Stephenson said: "Recent research indicates that most Ontario residents view career preparation as the top priority of secondary schools. About one-third of Ontario residents are dissatisfied in some way with the educational system. My hypothesis is that some people are dissatisfied because they feel secondary schools are not helping young people make the transition from school to career--whatever that career might be.

"I can appreciate the difficulties schools and employers face when improving the educational system to prepare students for careers. Yet those improvements must take place.

"It is incumbent upon school and community leaders to commit themselves to these improvements. Surely, it is our responsibility to do anything we can to provide our young people with the finest education possible. Surely, we should not let any temporary difficulties impede us from the achievement of one of our pre-eminent educational objectives--excellence."

Promoted Linkage

The Minister also described two initiatives of the Ministries to improve career preparation--Cooperative Education and the Linkage Project.

"Co-operative Education, for those who are not familiar with the term, means, in effect, that the community's workplaces become the students' classrooms. While a student is in the workplace he or she is gaining practical experience AND credits towards secondary school graduation as well. The workplace experience is designed jointly by the teacher and the employer.

"For instance, a student interested in a career in writing might work one or two days a week in a library, a book shop or a newspaper. A student in accounting might work in an office; one interested in aviation might work for an airline. Co-op Ed means that skills normally learned in the classroom are learned in the workplace.

"In some cases skills normally taught at the community college are now being taught in the secondary school--through the Linkage Project. Linkage enables a young person to begin preparing for a career in one of nine skilled occupations while still in secondary school. The unique feature of the Linkage Project is that the curriculum was developed by the industrial community--both labour and management. A student taking Linkage in General Machinist, for instance, can be assured that he or she is learning the skills required in the workplace because those now in the workplace actually designed the curriculum.

"Break down barriers"

"At present, about 24,000 students are enrolled in Linkage, of whom about 6,000 will graduate this June. Linkage proves that the artificial barriers between school and the community can be broken down if we approach education with imagination and innovation."

Dr. Stephenson also pointed out that Ontario's educational system is still in its "developmental stage". It is still a "grand social experiment", she said.

She encouraged schools and communities to co-operate to develop a quality educational system. "From the school perspective, the school must become what is often called a 'community school'--one which serves the needs of the community and is actively involved in it. From the community's point of view, the community must become a 'school community'--one which actively participates in the process of education."

Copies of the Minister's text are available from the Editor of SKILLS.

Sex doesn't matter any more

This provocative heading is just one of the reasons hundreds of thousands of Ontario citizens read *Jobs For Your Future*, a booklet on career planning.

Jobs for Your Future was conceived and prepared by Bridging the Gap, a non-profit corporation, with support from a number of private firms and government agencies. The Manpower Training Branch of the Ministry of Colleges and Universities provided the funds for the initial printing and distribution of the guide to the general public.

Jobs for Your Future was produced to make people aware of the wide range of careers and training programs available, how to begin the process of career planning and what resources are available to assist them.

This innovative guide combines a "self-discovery" quiz and career game with information on careers in 256 occupations, tips on job-finding and information on training for careers.

Distributed in Newspapers

In February, the guide was distributed to schools and homes throughout Ontario. Close to two million copies were sent out as inserts in 36 daily and five weekly newspapers. In addition, class sets of 40 were purchased by the Ministry of Education and sent to all Ontario high schools. Students, parents, the unemployed, the underemployed, counsellors and employers have found the guide useful as a self-help manual or as a resource tool for helping others.

The reaction to the guide from both young and old has been extremely favourable. One common response was that the guide had arrived at "just the right time." Many people seemed to be thinking about their first job, changing jobs or going back to work and *Jobs for Your Future* provided the boost they needed to get them going.

As a result, the guide has sparked considerable interest in the com-

munity for career counselling. Community colleges, libraries, Canada Employment Centres and the Ministry of Education report a surge of calls from people who read *Jobs for Your Future*. In addition, thousands of written requests for the self-help publications listed in the guide have been received by the Ministry of Education.

Guide "useful" survey shows

A recent Starch readership study showed that 64% of those surveyed were likely to use the information contained in *Jobs for Your Future*. More than 90% of the readers felt the "Job Chart" contained useful information. Dr. Dave Clemens, the Chairman of the Bridging the Gap committee, attributes the high interest rate to the increasing demand for career counselling information in the community at large.

"*Jobs for Your Future* reached out to people who would not normally make use of a school guidance department, a career counselling service, or a Canada Employment Centre" Dr. Clemens noted, "and this, too, accounts for its success."

Schools, community information centres and employers have ordered bulk quantities of the guide for use with their students, clients and employees. Additional copies of *Jobs for Your Future* are available at a cost of \$1.50 a copy or at a reduced rate if ordered in bulk supply. They may be ordered by writing to Bridging the Gap, 155 College St., Toronto, Ontario M5T 1P6.

Are you still wondering about the heading "Sex doesn't matter any more"? This chapter of the guide deals with the changing world of work and sex-role stereotyping. Once certain jobs were reserved for men or women based on tradition; now employers are finding that women can drive trucks and men can handle word processors. What does matter is not sex, but skills in the work force.

CORRECTION IN PUBLICATION JOBS FOR YOUR FUTURE

In the listing "The job chart" the job title, Animal Health Technician should read "Animal Health Attendant."

Drafting project to be field tested

A Linkage II pilot project in drafting will be ready for field testing this fall, the Manpower Training Branch has announced.

Drafting pilot projects will be established in six locations throughout the province to test the feasibility of province implementation in September, 1982.

Drafting is considered a Linkage II project because it enables secondary school students to obtain credits towards Certificate and Diploma programs at colleges of applied arts and technology (CAAT), unlike Linkage I, which provides credits towards apprenticed occupations. The Linkage II drafting project follows the Ministry of Colleges and Universities policy statement on Linkage I and Linkage II published in SKILLS, Volume 1, #4.

Drafting was selected as a Linkage II project because:

- there are excellent career opportunities in drafting, particularly in piping process design, electro-mechanical and electronic drafting.
- most secondary schools have at least one drafting course, enabling large numbers of students to obtain credits in this non-apprenticed occupation.
- most CAATs offer drafting courses.

The drafting project is being coordinated by Abe Nightingale of the Manpower Training Branch, Liaison Section, in conjunction with the College Affairs Branch of the Ministry of Colleges and Universities and Senior and Continuing Education Branch of the Ministry of Education.

CAATs and high schools involved

Work on the project began in November, 1980, when officials of the four CAAT Regions (North, East, West and Central) met and agreed that secondary and CAAT drafting curriculum could and should be

aligned. In December, 1980, CAAT officials met with representatives of secondary schools; the secondary school delegates of the Linkage II Drafting Committee were recommended by the CAAT delegates and approved by the Boards of Education.

The members of the committee are:

Jeff Jackson, Seneca College and George Doige, Downsview Secondary School, North York Board of Education

George Stavert, Sheridan College and John Harrington, Morningstar Secondary School, Peel Board of Education

Colin Isles, Conestoga College and Gerry Weicker, Kitchener Collegiate and Vocational Institute, Waterloo Board of Education

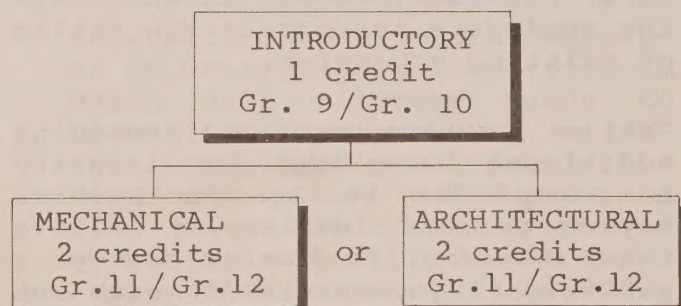
Gino Cieri, Niagara College and Charlie McKinney, St. Catharines Collegiate and Vocational School, Lincoln Board of Education

Bob Brown, St. Lawrence College and Tom Prendergast, Stormont, Dundas and Glengarry Board of Education

Brian Ledger, Cambrian College and Errol Dawdy, Lo-Ellen Park Secondary School, Sudbury Board of Education.

In February, practising draftspersons from a variety of industries met to identify the skills needed by a junior draftsperson. These skills were converted into Terminal Performance Objectives and sequenced in chart form.

This chart was then reviewed by the Linkage II Drafting Committee; it selected the Terminal Performance Objectives that should be covered in secondary school and also at the CAAT. As a result, the following model for the secondary schools was developed:



Up to two senior credits, acquired during Grades 11 and/or 12, may be utilized in a CAAT program in either mechanical or architectural

drafting, depending on the secondary credits achieved. Each secondary school credit in a Linkage II drafting program would consist of about 90 hours, leaving about 20 hours for special-interest topics. Some students may be able to take both mechanical and architectural drafting, to provide them with a wider career choice when entering a CAAT program.

The committee has approved the whole program including Intermediate Objectives, tests and reference material. The pilot programs will operate for the 81/82 school year before a decision is made to implement the results in the total system.

For further information on the Linkage II drafting pilot project contact:

Abe Nightingale,
Project Co-ordinator,
Manpower Training Branch,
Queen's Park,
Toronto, Ontario
M7A 1L2
(416) 965-5694

Governments encourage CITCs to seek new trainees

The following letter was sent to CITC chairmen on April 27, 1981, from both federal and provincial government officials.

"Community Industrial Training Committees should be justifiably proud of their accomplishments. CITCs have been successful in stimulating employers to expand their training activities. Most of the effort, to date, has concentrated on encouraging employers to upgrade the skills of existing employees.

"While governments are providing additional incentives for industry to expand its training activities beyond current levels, we believe that it would be useful for your participating companies to seek out those individuals in the community who have had the benefit of previous related skill training or who have acquired certain knowledge and skills through work experience.

"By way of illustration, such men and women could be found among the ranks of the unemployed who are semi-skilled and those apprentices/trainees who had to interrupt their training because of lay-offs. There are also those individuals who have completed all or part of the in-school training of an apprenticeship program through their enrollment in the secondary school Linkage Projects or in various technical programs in community colleges.

"Clearly, it is in the interest of the employer to ensure that these individuals who have had related training and who are interested in continuing their training, are given every opportunity to take part in the industrial training activities in your community."

Apprenticeship Branch

The Advisory Secretariat and Enforcement Services of the Apprenticeship Branch play a vital role in the initiation of quality training programs, the development of new trade regulations, the amendment of existing regulations and the protection of the rights of employers and apprentices.

Advisory Secretariat

When the management and workers of a particular industry request changes in legislation and training within their industry, a project development officer of the Advisory Secretariat assesses the situation. If necessary, the officer selects a steering committee, consisting of an equal number of employers and employees from all parts of Ontario in which the industry functions. Chaired by the officer, the steering committee operates until it is disbanded or developed into a Provincial Advisory Committee.

The steering committee reviews the training schedules for its trade or obtains information which will determine whether or not the trade should be regulated. It may also provide terms of reference for a PAC, should one be established.

The needs of the industry as indicated by the growth of a non-regulated trade (i.e. 100 or more apprentices) and the resources and planning required to meet these needs are assessed by the Apprenticeship Branch. If a decision is made to regulate the trade, a PAC is formed.

Members of the PAC are appointed by the Deputy Minister of Colleges and Universities on the recommendation of the Apprenticeship Branch. Equally representative of employers and employees, the PAC advises Government on matters relating to the establishment and operation of apprenticeship training programs and tradesmen's qualifications. An officer of the Secretariat is appointed Chairperson of the PAC.

Through a number of sub-committees, the PAC will address such problems as designing training legislation; identifying future trends, manpower needs and technological change; and developing a training curriculum and trade examinations. The Chairperson plays an active part in coordinating activities and in advising, guiding and supporting the members of the PAC.

At present, there are 40 PACs, including those more recently established for the trades of Automatic Screw Machinist, Fork-lift Mechanic and Chemical Process Operator.

In addition to the duties with a PAC, an officer of the Advisory Secretariat is called upon to interpret the Apprenticeship and Tradesmen's Qualification Act, General Regulations and trade regulations, and to explain administrative procedures to Local Apprenticeship Committees, management and labour associations, industrial organizations and government agencies. The officer liaises with public organizations, education and industry in his capacity as chairperson of a number of PACs. That work also involves preparing correspondence, reports and papers and making presentations to groups across the Province.

Enforcement Services

Enforcement Services has a staff of six enforcement officers, two of

whom are located in Toronto and one each in London, Ottawa, Thunder Bay and North Bay. They enforce the mandatory sections of the Apprenticeship and Tradesmen's Qualifications Act and the trade regulations. Their duties include the inspection of construction projects, automotive repair shops, industrial plants, hairstyling salons, private hairdressing/barber schools and other workplaces where apprentices and tradespersons are employed. They provide an educational and interpretive service within an advisory capacity to management, labour and the general public concerning the provisions and intent of the Act and regulations. Enforcement officers co-operate with field staff of the Apprenticeship Branch by referring to them prospective apprentices and tradesmen who wish information on registration, upgrading, examinations etc. They also respond to requests for investigation from field officers.

During 1980-81, enforcement officers made 10,199 inspections, issued 2,001 Directions to Comply, were responsible for 29 prosecutions and reclaimed for apprentices almost \$41,000 in back wages. Their activities are expected to increase as more young people register as apprentices to work and train with employers throughout Ontario.

Resources

Ontario Youth Secretariat

● Funds for Youth Employment Counselling Programs

This bilingual brochure describes an Ontario government program which will allocate funds to community organizations to assist unemployed young people obtain employment. The province will cover 50% of the costs of operating a locally-based centre, up to a maximum of \$60,000 a year.

● Help Students Learn About Work

This bilingual brochure is de-

signed for officials of the provincial government. It encourages Ministries to establish Co-operative Education programs, under the provisions of Section 12 of Secondary School Requirements, Circular H.S. 1.

Copies of these brochures are available from:

The Ontario Youth Secretariat
700 Bay Street, 2nd Floor
Toronto, Ontario
M5G 1Z6

TV Ontario

● Good Work

TV Ontario's new series, "Good Work" consists of 10 five-minute programs on skilled occupations.

The programs explore the nature of the job, the training required for it, the working environment, and the life-style and remuneration such work commands.

The programs will be broadcast throughout the day and evening between longer programs in the fall. They will also be available in the schools through the TVO Videotape Distribution System (VIPS).

The ten skills covered in the series are:

SHOW TITLE

Piping Design Draftsperson
Tool and Die Maker
Industrial Electrician
Mould Maker
General Machinist
System Analyst
Electronics Technicians
Cook
Aircraft Electrician
Industrial Mechanic Millwright

For further information contact:

Gladys Richards
The Ontario Educational
Communications Authority
P.O. Box 200
Station Q
Toronto, Ontario
M4T 2T1
(416) 484-2600

Reader survey

Readers of SKILLS say that their publication is on the right track.

In Volume 1, issue #4, of SKILLS, a survey was included in most copies. The survey was initiated in order to provide the editorial staff with information on how SKILLS was doing, what articles were found to be most useful and what needs the publication was not meeting.

Approximately 100 replies were received as of May 5, 1981, and the results were favourable.

All respondents either found SKILLS very informative (55%), extremely informative and useful to their work (34%), or somewhat interesting (11%).

The majority of readers said that program profiles and general articles were most interesting to them. Several people wished to see more articles pertaining to successful programs, apprenticeship, funding schemes and future occupation demands.

Once all replies have been received the editorial staff of SKILLS will be able to better assess the needs of its readers and supply them with a more informative and interesting document.

Métiers

METIERS, la version en français du 'SKILLS', est disponible sur demande auprès de l'éditeur.

SKILLS is published by the Manpower Training Branch. Your letters and articles are most welcome; they should be addressed to the Editor. If you know of anyone who you feel would enjoy receiving SKILLS, please notify the Editor, at the NEW address:

The Editor
SKILLS
Manpower Training Branch
1200 Bay Street, 12th Floor
Toronto, Ontario M5R 2A6

June 9, 1981

COMMUNITY INDUSTRIAL TRAINING COMMITTEES (CITCs)

<u>Location</u>	<u>Committee or Association</u>	<u>Name & Address of Chairman</u>	<u>Phone</u>
Bancroft	Bancroft & Area Industrial Training Committee	Mr. Jack Haynes, Madawaska Mines Ltd., Bancroft, Ontario K0K 1C0	332-2712
Barrie	Barrie & District Community Industrial Training Committee	Mr. J. J. Borrows, Mgr., Employee Relations, The General Tire & Rubber Company of Canada Ltd., 200 Fairview Rd., Barrie, Ontario L4N 4L2	726-3170
Belleville (Quinte District)	Quinte District Community Industrial Training Committee	Mr. Brian Riden, General Manager, Bata Engineering, Batawa, Ontario K0K 1E0	398-6106
Brampton/Miss. (Peel Region)	Peel Region Industrial Training Advisory Committee	Mr. Derwyn Hancocks, Vice-President-Personnel, Rubbermaid (Canada) Ltd., 2562 Stanfield Rd., Mississauga, Ont., L4Y 1S5	279-1010
Brantford (Brant County)	Brant Industrial Training Advisory Committee	Mr. Joe H. Hughes, Plant Supt., Steel Co. of Canada Limited, P.O. Box 220, 168 Colborne St. W., Brantford, Ontario N3T 5M8	753-2607
Brockville (Leeds & Grenville Counties)	Leeds & Grenville Industrial Training Advisory Committee	Mr. Rick Wilkins, Training Supv., AEL Microtel Ltd., 100 Strowger Blvd., Brockville, Ontario K6V 5W8	342-6621
Cambridge	Community Industrial Training Committee	Mr. Graham C. Salt, Quality Assurance Manager, Canada Machinery Corp., Ltd., 1210 Balmoral Road, Cambridge, Ontario N1T 1A5	621-4020
Chatham (Kent County)	Kent Industrial Training Advisory Committee	Mr. K. Banting, Canadian Fram Limited, P.O. Box 2014, Chatham, Ontario N7M 5M7	352-6700
Cobourg/Port Hope (Northumberland County)	Northumberland Industrial Training Advisory Committee	Mr. Bernie Paziuk, Canadian General Electric, 755 Division St., North, Cobourg, Ontario K9A 3T1 and Mr. Ron Hilborn, General Foods, 520 William Street Cobourg, Ontario K9A 4L4	372-5411
Collingwood	Collingwood & District Industrial Training Committee	Mr. Wm. D. Redick, c/o Joso Weider Tourist Information Centre, 601 First Street, Collingwood, Ontario L9Y 4C2	372-2171
			445-0301

<u>Location</u>	<u>Committee or Association</u>	<u>Name & Address of Chairman</u>	<u>Phone</u>
Cornwall (Stormont Dundas & Glengarry Counties)	S.D. & G. Industrial Training Committee	Mr. Wm. Mitchell, Personnel Director, Combustion Engineering- Superheater Ltd., P.O. Box 1029, Cornwall, Ontario K6H 5R5	933-7030
East Metro	East Metro Industrial Training Advisory Committee	Mr. Larry Figas, Personnel Manager, Pilkington Brothers Canada Ltd., Pilkington Glass Manufacturing Division, 350 Danforth Road, Scarborough, Ontario M1L 3X7	694-3401
Elliot Lake (East Algoma District)	East Algoma Community Industrial Training Council	Mr. William Kidd, Elliot Lake Centre, 6 Dunn Road, Elliot Lake, Ontario P5A 1H8	848-7284
Etobicoke & York	Industrial Training Advisory Committee for Etobicoke & York	Mr. Peter Broadhurst, Vice-President, Industrial Relations, Litton Systems Canada Ltd., 25 Cityview Dr., Rexdale, Ont. M9W 5A7	249-1231
Goderich (Huron County)	Huron County Industrial Training Committee	Mr. Patrick Newington, Manufacturing Manager, Ex-cell-o Wildex, Canada, P.O. Box 910, 89 Don Street, Clinton, Ontario NOM 1L0	482-3461
Guelph	Guelph Community Industrial Training Committee	Mr. Jim Finamore, c/o Canadian General Electric, 201 Woodlawn Rd., West, Guelph, Ontario N1H 1B8	822-2120
Halton County	Halton Industrial Training (HIT)	Mr. Chuck A. Morris (interim), Plant Mgr., Kaiser Refractories, 636 Bronte Road, Oakville, Ontario L6J 5A8	827-4155
Haliburton	Haliburton County Industrial Training Committee	Mr. Kim Emmerson, Emmerson Lumber Limited, Box 150, Maple Street, Haliburton, Ontario K0M 1S0	457-1550
Hamilton	Hamilton Industrial Training Advisory Committee (HITAC)	Mr. J. J. Brown, President, Brown Boggs Foundry & Machine Co. Ltd., P.O. Box 3004, Station B, 275 Sherman Ave. N., Hamilton, Ont. L8L 7Y2	549-6594
Hearst	Hearst Industrial Training Advisory Committee	Mrs. Ginette Quirion, c/o Hearst Chamber of Commerce, Box 987, Hearst, Ontario P0L 1N0	362-4353
Kapuskasing	Kapuskasing & District Industrial Training Committee	Mr. Simon Filion, Controller, L.J. Fortin Construction Ltd., 8 Radisson Rd., Kapuskasing, Ontario P5N 3C3	335-8521
Kingston	Kingston & Area Community Industrial Training Committee	Mr. J. S. Campbell, President, Merand Ltd., 679 Justus Drive, Kingston, Ontario K7M 4H5	389-5511
Kirkland Lake	Kirkland Lake & District Industrial Training Advisory Committee	Mr. Jim Johnson (Training Co-ordinator, Adams Mines Limited), c/o Kirkland Lake & District Industrial Training Advisory Committee, P.O. Box 276, Kirkland Lake, Ontario P2N 3H7	567-3321

<u>Location</u>	<u>Committee or Association</u>	<u>Name & Address of Chairman</u>	<u>Phone</u>
Kitchener-Waterloo	Kitchener-Waterloo & District Community Industrial Training Committee	Mr. Don Schott, Supervisor, Manufacturing Engineering, Leigh Instruments Ltd., 350 Weber Street North, Waterloo, Ont. N2J 4E3 and Mr. Carl Hamel, Supervisor, Industrial Relations, Uniroyal Ltd., 149 Strange Street, Kitchener, Ontario N2G 4J4	884-4510 744-7171
Lanark County	Lanark County Industrial Training Committee	Ms. Margaret Dacey (co-chairman) Personnel Supervisor, Leigh Instruments, P.O.Box 82, Carleton Place, Lanark, Ont. K7C 3P3 and Mr. Fred Fassbender (co-chairman) Hilan Creative Playstructures Ltd. Almonte, Ontario K0A 1A0	283-4400 256-1289
Lindsay (Victoria County)	Victoria County Industrial Training Committee	Mr. Paul Tavaszi, Vice-President of Engineering, Trent Rubber Services (1978) Ltd., 100 Albert St., S., Lindsay, Ont. K9V 3H7	324-6891
London	London Industrial Training Advisory Board (LITAB)	Mr. Cal Balcom, Chairman, LITAB, 120 Weston Street, P.O. Box 5535, London, Ontario N6A 4L5	452-5520
Midland	Midland/Penetanguishene Industrial Training Committee	Mr. Michael R. Tidy, Personnel Manager, Decor Metal Products, 140 Bay Street, Midland, Ontario L4R 4L5	526-5451
Muskoka (Bracebridge/Gravenhurst/Huntsville)	Muskoka Training Advisory Committee	Mr. R.J.V. Curtis, Factory Manager, Uniroyal Ltd., P.O. Box 2230, Bracebridge, Ontario P0B 1C0	645-4431
New Liskeard, Haileybury & Cobalt	Tri-Town Community Industrial Training Committee	Mr. R. Deakos, Technical Director, New Liskeard Secondary School, Niven Street, New Liskeard, Ontario P0J 1P0	647-7336
Niagara Peninsula	Niagara Industrial Training Advisory Committee (NITAC)	Mr. Michael Cheredar, Chairman, NITAC, P.O. Box 1401, St. Catharines, Ontario L2R 7S8	685-8411
North Bay (Nipissing District)	Nipissing District Industrial Training Advisory Committee	Mr. Donald M. Harris (acting) Vice President, Manufacturing, Rahn Metals & Plastics Ltd., 141 Regina St., P.O. Box 168, North Bay, Ontario, P1B 8H2	474-0410
North York & York Region	North York & York Region Community Industrial Training Committee	Mr. James Webb, Corporate Training Officer, Drummond McCall Incorporated, 1100 Caledonia Road, P.O. Box 177, Terminal A, Toronto, Ontario, M5W 1B4	781-1551

<u>Location</u>	<u>Committee or Association</u>	<u>Name & Address of Chairman</u>	<u>Phone</u>
Orillia	Orillia & Area Industrial Training Committee	Mr. John J. Connor, Fahramet Limited, Orillia, Ontario L3V 6L6	325-2781
Oshawa (Durham County)	Durham Organization for Industrial Training (D0 IT)	Mr. H. W. Tresise, Chairman, Durham Organization for Industrial Training (D0 IT), 115 Simcoe Street S., P.O. Box 385, Oshawa, Ontario L1H 7L7	576-0210
Ottawa-Carleton	Ottawa-Carleton Industrial Training Council	Mr. Martin Adamson, c/o Career Programs, Algonquin College, Heron Park Campus, 1644 Bank Street, Ottawa, Ontario K1V 7X6	592-1460
Owen Sound (Grey and Bruce Counties)	Grey-Bruce Industrial Training Committee	Mr. Paul Stethem, Hobart Manufacturing Co., Ltd., Bayshore Road, Owen Sound, Ontario N4K 5R4	376-8886
Peterborough	Peterborough Industrial Training Committee	Mr. Dave Moffat, Employee & Community Relations, Canadian General Electric Co., 107 Park St. North, Peterborough, Ontario, K9J 3V6 (Committee address: P.O. Box 1833, Peterborough, Ont. K9J 7X6)	742-7711
Prescott & Russell Counties	Prescott-Russell Industrial Training Committee	Mr. J. F. McAllister, c/o Montebello Metal Ltd., P.O. Box 399, Hawkesbury, Ontario K6A 2S3 and Mr. John A. Neysmith, Personnel Director, IVACO Rolling Mills, Box 322, L'Orignal, Ontario K0B 1K0	632-7096 675-4671
Renfrew County	Renfrew County Industrial Training Committee	Mr. Robert Thomson, Renfrew Industrial Commission, 29 Bridge Street, Renfrew, Ontario K7V 3R3	432-5813
Sarnia (Lambton County)	Lambton Industrial Training Committee	Mr. Stan A. Park, Mechanical Training Coordinator, Esso Chemical Canada, P.O. Box 3004, Sarnia, Ontario, N7T 7M5	339-2966
Sault Ste. Marie	Sault Industrial Training Council	Mr. Doug Hertz, Supv., Personnel Dev., Algoma Steel Corp., Queen Street W., Sault Ste. Marie, Ontario P6A 5P2	945-2248
Simcoe	Simcoe & District Industrial Training Council	Mr. Jim Coffey (Stelco - Nanticoke), c/o Fanshawe College of Applied Arts & Technology, P.O. Box 10, Simcoe, Ontario N3V 4K8	578-4541
Smiths Falls	Smiths Falls Industrial Training Committee	Mr. Lucien LaLonde (interim), Director of Economic Development, Corporation of Smiths Falls, P.O. Box 695, Smiths Falls, Ontario K7A 4T6	283-1238

<u>Location</u>	<u>Committee or Association</u>	<u>Name & Address of Chairman</u>	<u>Phone</u>
Stratford	Stratford Industrial Training Advisory Council	Mr. Walter Bathe (interim), President, Hendrickson Mfg. (Canada) Limited, 532 Romeo Street, Stratford, Ontario N5A 6W4	271-4840
St. Thomas (Elgin County)	Elgin County Industrial Needs Council	Mr. Willi Kammerer, Personnel Manager, Hayes-Dana Inc., 80 Elm Street, St. Thomas, Ontario N5P 3W3	631-1600
Sudbury	Sudbury Industrial Training Advisory Committee	Mr. John Moland, Supv., Skills Training, Inco Metals Company, Training & Dev. Institute, 30 Cedar St., 8th Floor, Sudbury, Ontario, P3E 5R7	675-9597
Timmins	Timmins Industrial Training Advisory Committee	Mr. James A. Page, Miller Paving Ltd., P.O. Box 886, Timmins, Ontario P4N 7G7	267-1107
Toronto Central	Toronto Advisory Committee on Employment Training (TACET)	Mr. C. C. (Bucky) Clare, President, Clare-Randall-Smith & Assoc. Ltd., 53 Lesmill Rd., Don Mills, Ontario M3B 2T8	445-8166
Wallaceburg	Wallaceburg & District Industrial Training Advisory Committee	Mr. James Burgess Sr., Waltec Industries Ltd., 1355 Wallace Street, Wallaceburg, Ontario N8A 1P5	627-3361
Windsor	Windsor Chamber Task Force on Industrial Training	Mr. George H. Shaffer, President, Hartford Tooling Ltd., 1880 Assumption Street, Windsor, Ontario N8Y 1C4	252-3449
Woodstock (Oxford County)	Oxford Industrial Training Group	Mr. George Simmons, 643 Northdale Drive, Woodstock, Ontario N4S 5K8	539-9439
<u>ASSOCIATION-TYPE CITCs</u>			
Province-wide (A.P.M.A.C.)	The Automotive Parts Manufacturers' Assn. of Canada	Mr. Dennis DesRosiers, Director of Research, The Automotive Parts Manufacturers' Assn. of Canada, 55 York Street, Suite 402, Toronto, Ontario M5J 1R7	366-9673
Province-wide (C.M.B.A.)	Canadian Machine Builders' Association	Mr. H. B. Iron, Secretary-Treasurer, Canadian Machine Builders' Association, Box 3430, Cambridge (P), Ont. N3H 4S1 (Tor) 364-6208 (Cambr) 653-5774	364-6208 653-5774

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Province-wide (C.T.M.A.)	Canadian Tooling Manufacturers' Association	Mr. Mike Solcz, Valiant Machine Inc., 7470 Tecumseh Road East, Windsor, Ontario N8T 1E9	944-3200
Thunder Bay Area	Grain Trade Industrial Training Committee	Mr. Ron E. Gorst, Saskatchewan Wheat Pool, 34 North Cumberland St., Thunder Bay, Ontario P7A 4L3	344-5701
Province-wide (M.E.M.A.C.)	Machinery & Equipment Manufacturers' Association of Canada	Mr. J. R. Romanow, President, MEMAC, 116 Albert Street Suite 701, Ottawa, Ontario K1P 5J3	232-7213
Northwestern Ontario	Northwestern Ontario Hospitality Industry Training Committee	Mr. Doug Cliff (interim), c/o Red Oak Inn, 555 West Arthur Street, Thunder Bay, Ontario P7E 5R5	577-8481
Northwestern Ontario	Northwestern Ontario Pulp & Paper Industrial Advisory Committee	Mr. Al G. Skinner, Abitibi Paper Co. Ltd., P.O. Box 2390, Thunder Bay, Ontario P7B 5E9	683-6211
Northern Ontario	Ontario Lumber Manufacturers' Association (OLMA)	Mr. Dan Ryan, Malette Lumber Inc., Box 1090, Timmins, Ontario P4N 7J6	267-1462
Province-wide (S.P.I.)	The Society of the Plastics Industry of Canada	Mr. Harry Blair, Business Development Manager, Shell Canada Ltd., 505 University Ave., Toronto, Ontario M5G 1X4	597-7111